

Peter Lucantoni

Cambridge IGCSE®
**English as a
Second
Language**

Teacher's Book

Fifth edition



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Cambridge qualifications

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Introduction

This Teacher's Book supports the *Cambridge IGCSE English as a Second Language Coursebook*, fifth edition.

The Teacher's Book provides the following:

- full guidance on how to approach all the tasks in the Coursebook
- suggestions for differentiated activities to use with mixed-ability classes
- answers to the exercises in the Coursebook
- sample answers to exam-style questions
- marking and grading criteria for Core and Extended writing and speaking

The Coursebook is divided into 20 units, with each one focusing on particular aspects of the Cambridge IGCSE English as a Second Language syllabus. Speaking skills are integrated throughout the book and are practised through discussion work, role play and specific tasks. While it is probably best to follow the units consecutively, there is no reason why teachers should not focus on a particular language skill or exam question. Videos are not representative of exam conditions. Teachers should refer to published material on how to conduct oral tests for precise details. When practising speaking tests it is best if the same person is not the examiner all the time.

The material becomes progressively more demanding, with longer and more advanced reading and listening texts in the second half of the book. The exercises in the 'Further practice' section of each unit are particularly useful for homework, for

early finishers or for practice outside the classroom, and the exam-style questions at the end of each unit could be used in class to give students a feel for the examination itself. Note that the word limit for writing activities is 100–150 for the Core curriculum and 150–200 for the Extended curriculum. Throughout this resource, you will find sample answers for most of the exam-style questions, including examples from both the Core and Extended curricula. The author is wholly responsible for the answers to the exam-style questions.

The progressive step-by-step approach of *Cambridge IGCSE English as a Second Language* – including Top Tips that focus on key areas and Language Tips that highlight specific vocabulary and grammar items – will help to build students' confidence in all the main skill areas, while also developing the techniques and additional skills necessary for success.

For each activity, suggestions are made about whether students should work on their own, in pairs, in small groups or as a whole class. These are offered as a guide only – the amount of time available and the number of students in the class will determine the best approach. However, it is a good strategy to include activities with different group sizes within each lesson; this offers variety and gives students the opportunity to interact in different ways. To promote confidence, try not to interfere too much when students are working together (whether in pairs or in small groups), but monitor and provide support if requested. You can, of course, make notes to deliver as feedback once students have completed the activity.

Peter Lucantoni

Assessment criteria for writing and speaking

Below are the criteria for Cambridge IGCSE English as a Second Language writing and speaking. For full details, go to the Cambridge International Examinations website.

Writing

Marks	Content (maximum 8 marks)	Marks	Language (maximum 8 marks)
7–8	<p>Relevance</p> <ul style="list-style-type: none"> Instructions are followed. Consistently appropriate style and tone for the text type. Excellent sense of purpose and audience. <p>Development of ideas</p> <ul style="list-style-type: none"> Writing is very well developed, at an appropriate length. Meaning is communicated skilfully and effectively. 	7–8	<p>Range and accuracy</p> <ul style="list-style-type: none"> A varied range of high and low frequency vocabulary used competently. A varied level of complex and simple sentence structures used appropriately. A considerable level of language accuracy throughout. Some errors may remain, but these do not hinder communication of ideas or meaning. The errors present relate to low frequency vocabulary and more complicated structures. <p>Organisation</p> <ul style="list-style-type: none"> Consistently well-organised and ordered. A varied range of connecting words and other cohesive methods, used consistently well.
5–6	<p>Relevance</p> <ul style="list-style-type: none"> Instructions are followed. Generally appropriate style and tone for the text type. Generally good sense of purpose and audience. <p>Development of ideas</p> <ul style="list-style-type: none"> Writing is developed, at an appropriate length. Meaning is generally communicated clearly. 	5–6	<p>Range and accuracy</p> <ul style="list-style-type: none"> A good range of high frequency vocabulary used competently. Attempts to use some lower frequency vocabulary. A good range of simple sentence structures used competently. Attempts to use some more complex sentence structures. A good accuracy level throughout. Some errors are present, but these usually do not hinder communication. The errors present usually relate to low frequency vocabulary or more complex sentence structures. <p>Organisation</p> <ul style="list-style-type: none"> Often well-organised and ordered. A varied range of connecting words and other cohesive methods, used appropriately.

Marks	Content (maximum 8 marks)	Marks	Language (maximum 8 marks)
3–4	<p>Relevance</p> <ul style="list-style-type: none"> • Instructions are generally followed. • Reasonably appropriate style and tone for the text type, but this may not be consistent. • Some sense of purpose and audience. <p>Development of ideas</p> <ul style="list-style-type: none"> • Some development of writing, but it may be repetitive or insufficient in some areas. • Meaning is communicated, but may lack clarity in places. 	3–4	<p>Range and accuracy</p> <ul style="list-style-type: none"> • Mostly uses high frequency vocabulary, reasonably appropriately. • Mostly uses simple sentence structures, usually appropriately. • Reasonable accuracy level throughout. Some errors may hinder communication. • Errors are present when using some high frequency vocabulary or simple sentence structures. <p>Organisation</p> <ul style="list-style-type: none"> • Reasonably organised and sequenced. • Some connecting words and other cohesive methods, used reasonably appropriately.
1–2	<p>Relevance</p> <ul style="list-style-type: none"> • Instructions may only be partially followed. • Style and tone for the text type may be inappropriate. • Inappropriate sense of purpose and audience. <p>Development of ideas</p> <ul style="list-style-type: none"> • Limited attempt to develop writing, there may be gaps, irrelevance and/or repetition. • Limited attempt to communicate meaning, it lacks clarity in places. 	1–2	<p>Range and accuracy</p> <ul style="list-style-type: none"> • Limited use of vocabulary. • Limited use of sentence structures. • Lack of control of vocabulary. Meaning is generally unclear. • Errors occur when using common vocabulary and simple sentence structures. <p>Organisation</p> <ul style="list-style-type: none"> • Organisation lacks order. • Limited attempt to use connecting words and other cohesive methods.
0	<ul style="list-style-type: none"> • No response worthy of credit. 	0	<ul style="list-style-type: none"> • No response worthy of credit.

Speaking

Give a mark out of 10 for each category (structure, vocabulary, development and fluency), and then add these marks to give an overall total out of 30.

Mark	Structure	Vocabulary	Development and fluency
9–10	The student demonstrates their ability to use a range of sentence structures accurately, confidently and consistently.	The student demonstrates enough command of vocabulary to respond to questions with accuracy and understanding. Meaning is conveyed with precision, and some sophisticated ideas are communicated.	The student demonstrates a continued ability to maintain a conversation and to contribute appropriately. The student can respond to changes in the direction of conversation. There is clarity in pronunciation and intonation.
7–8	Sentence structures are usually sound, but are not used entirely accurately or with confidence. There are some errors when more complex sentence structures are attempted.	The student has a sufficient range of vocabulary to convey meaning and ideas with competence.	The student responds relevantly and at length which makes frequent prompting unnecessary. The student can hold a competent conversation, and pronunciation and intonation are generally clear.
5–6	The student can use simple structures efficiently but has some difficulty venturing beyond them.	Vocabulary conveys simple ideas and information with clarity. Errors are somewhat noticeable, and only partial competence is achieved.	The student attempts to respond to questions and prompts. Effort and additional prompting is necessary to develop the conversation. There is some lack of clarity of pronunciation and intonation, but it is unlikely to impede communication.
3–4	Sentence structures will largely be very simple, limited and with some errors, which will hinder communication.	Vocabulary is not particularly varied and there is difficulty in conveying simple ideas. There is hesitation and repetition.	Responses are short and widely spaced. The student has to be encouraged to develop brief responses and continue the conversation. Pronunciation and intonation cause some difficulties in communication.
1–2	Some attempt at a response will be made during the conversation. Attempts at structured sentences will rarely achieve satisfactory communication.	Vocabulary will generally be insufficient to convey simple ideas.	Responses are so brief that little is communicated. The student hardly engages in conversation. Pronunciation and intonation patterns cause difficulty for the listener.
0	Completely limited/no attempt at a response.	Completely limited/no attempt at a response.	Completely limited/no attempt at a response.

SAMPLE

Unit 1: Free time

Focus on reading: skimming and scanning

NOTE on Assessment Objectives (AOs) for Reading and Writing Exercise 1: In reading activities which assess *skimming* and *scanning* skills, students read a text (for example: an article, blog or web page) and answer a series of questions with short/single-word answers. This type of activity requires students to identify and select relevant information (R1).

Learning objectives (LOs)

There are **five** LOs in every unit. The first LO always focuses on the video which students watch and respond to at the start of the unit, while the other four LOs highlight the particular skills which students will use and develop throughout the unit. It is essential for students to understand the purpose of the unit, so the LOs box is important.

Suggested activity: Start every unit by focusing for a few minutes on the LOs box, making sure that students understand what they are going to be doing. Using the first LO as an example, ask students to identify where in the unit they can find the activities for the other four LOs. Get students to say which of the activities appeal to them the most, and ask them for their reasons.

A Watch, listen and talk

Note: In this new fifth edition, **Section A** in every unit is called **Watch, listen and talk**. Students will watch and listen to some IGCSE students talking about the unit's main topic, and carry out a task. These tasks will be quite broad in scope, asking students to make notes rather than answer comprehension questions. Then, after watching and listening, students have the chance to talk to each other about the task they completed, and to introduce their own ideas about the topic. This section provides an important introduction to the unit, and links directly to **Section B Speaking and vocabulary**.

1a Whole class then alone

Explain that your students are going to watch and listen to some IGCSE students talking about their **free time**. The videos are unscripted, i.e. the students were asked to respond to some prompts and to speak freely, without any help. As your students watch and listen, they should make

notes about **three** things that the speakers enjoy doing, and **three** things that they do not enjoy doing in their free time. Play the video a second time so that students can check or add to their notes.

Differentiated activities

Note: Use differentiated activities to both support and challenge your students. Apply differentiated activities from the earlier units as you progress through the book. Just because an activity appears in Unit 1 does not mean that you cannot use it somewhere else.

Support

Provide a list of five or six possible answers. Students listen for the ones which the speakers actually mention (or do not mention).

Challenge

- i Allow stronger students to listen to but **not** watch the video during the first playing. This will increase the challenge and encourage students to listen more carefully. Make sure these students are allowed to watch the video during the second playing.
- ii Students expand on their notes, adding one or two extra details for each speaker.

Answers

- a** Things that the students enjoy doing (any **three** from): drawing, painting, engraving, arts and crafts, creative writing, lying on the beach, lying on the grass, reading books (includes comic books and reading novels), swimming, playing tennis, watching a band perform.
- Three** things that the students do not enjoy doing: going on the computer, playing video games, shopping.

1b Pairs or small groups

Depending on the size of your class, put students into pairs or small groups. They can discuss their notes and then talk to each other about the things that **they** like and do not like doing in **their** free time. Do not interfere too much, but make sure you get feedback from the class so that they know their efforts have been worthwhile. If time permits, you could write their ideas on the board and rank them according to your students' preferences.

B Speaking and vocabulary

Note: In this new fifth edition, **Section B** in every unit is called **Speaking and vocabulary**. There is a specific link to **Section A**, and the unit topic is expanded further. Students are introduced to key vocabulary, and are given the opportunity to not only talk more about the topic, but also move into other areas of discussion relating to the topic. Very often, there are no right or wrong answers and it is worth pointing this out to students. Encourage them to speculate, to discuss their ideas and to give reasons for their choices.

1 Pairs or small groups

With this type of question, when students write down their words or phrases, do not worry too much about language accuracy, as this may create a barrier to creativity. Use the question: *What do these pictures show?* to promote discussion in English. You could offer help to students with derivatives of words, for example: *relaxing – relax, relaxed, relaxation*.

When students have finished, gather class feedback. Again, remember that there are no right or wrong answers, so encourage all your students to participate – even the ones who need more support.

Possible answers

shopping, having fun, playing sport, meeting up with friends, surfing the internet and so on

LANGUAGE TIP

Throughout the Coursebook, you will find **Language Tip** boxes. The aim of these is to draw students' attention to areas of language that may cause them problems. The tip in Unit 1 – **B Speaking and vocabulary** will help students with Activity B2, so make sure you focus on it immediately after students have finished Activity B1.

In this new fifth edition, at the end of some **Language Tips**, there is a note directing students to an accompanying activity in their **Workbook**. You could use the **Workbook** for early-finishers to keep them busy, or for any student who needs extra support, or for whole class homework.

2 Alone, then pairs or small groups

Again there are no right or wrong answers here. Students work alone and add their own ideas to the table, using the previous activities for help if necessary.

When students have written down their ideas, get them to compare their lists in pairs, identifying similarities and differences.

In class feedback, encourage students to talk not only about their own ideas, but also their partner's, to give them some practice in using the third person singular.

Differentiated activities

Support

- i Reduce the number of ideas they need to write – perhaps ask for just two or three.
- ii Get them to copy any ideas from Activity B1.

Challenge

Ask them to write complete sentences as in the **Language Tip**, rather than just notes.

C Reading

TOP TIP

Throughout the Coursebook, you will find **Top Tip** boxes. The aim of these is to draw students' attention to areas of the examination, or particular examination-taking skills, that are especially important. **Top Tip** boxes can be useful for revision nearer to the examination and can be used by students to test each other on key areas. The first one in Unit 1 – **C Reading** will provide more guidance and feedback to Activity C1.

1 Pairs

These pre-reading discussion questions are designed to get students thinking about how they read a text, and there are no right or wrong answers. The purpose is to encourage students to discuss in English (as much as possible), and they should not be corrected if they make mistakes. During feedback, establish that when we read for pleasure, we often read in a different way from when we are trying to find something quickly in a text (for example in an examination situation).

2 Alone

This activity gives students an example of how important skim reading is. Give students 10 seconds to answer questions **a** and **b**.

Answers

- a** six **b** Datasource NewsFeed

3 Whole class

Get students to tell you how they found the answers in the previous activity. Encourage them to be specific about the reading skill/s they used.

4 Alone

Make sure students understand what the question is asking for, so they know what they should be looking for in the text (the % sign). They do not need to write anything yet.

Answer

Datasource Trainer

5 Alone

The purpose of this activity is to show students that they do not need to write long answers for this type of question. While all the options **a–e** are correct, the best answer here is probably **d** (Datasource Trainer), because it is short and concise. No time would be wasted in writing a long answer. Make sure students understand that they simply need to include all the necessary information – which may only be one or two words. Full sentences are not normally necessary.

TOP TIP

The second **Top Tip** in Unit 1 – **C Reading** reinforces the point about students not having to write long answers for this type of question. It also draws students' attention to the importance of including symbols or units of measurement in their answers, if required.

6 Pairs

Before they begin this activity, remind students not to write anything yet. Give them time to work through the questions **a–g**, asking and answering.

7 Pairs

Working together, students write the answers to the questions in Activity C6. Then they exchange their answers with a different pair and check for similarities and differences. During class feedback, you can provide the answers if students have missed anything.

Answers

- a** three (Puzzle Finder, Trainer, Comic Fun)
- b** by signing up to the Datasource loyalty scheme

- c** Datasource Puzzle Finder
- d** a million
- e** three from: get a voucher for \$5; 21-day money-back, no-questions asked guarantee; monthly newsletter; membership card and number
- f** NewsFeed
- g** Comic Fun

Differentiated activities

Support

Tell/Show students in which part of the text they can find the answers to the questions.

Challenge

Get them to work alone when they write their answers to Activity C6. If they finish quickly, ask them to write two or three more questions about the Datasource text, then give them to a partner to answer.

8 Alone

Knowing where a text comes from can help students to understand more about its layout and content. Students quickly look at the text and then choose one of the options in the box. There is no right or wrong answer – the important thing is to encourage students to give a *reason* for their choice. However, because of the internet address at the top of the text, hopefully students will identify this text as coming from a website.

9 Pairs

Students need to have an effective strategy for approaching all types of examination exercises and reading the question carefully before doing anything else saves a lot of time.

Answer

b, d, c, a

10 Alone

You can follow a similar approach to Activities C6 and C7, but this time students work alone. They do not need to write the answers to the questions yet, but should identify and note down the key word/s in each question.

Suggested answers

Different students may choose different key words. They can check their choices when they come to write their answers in Activity C11.

- a Who
- b When / next publication
- c How many / sections
- d maximum number / creative story
- e angry / which section
- f Which section / how many words
- g finished / what / do
- h How long / title
- i final box / not receive

TOP TIP

The **Top Tip** next to Activity C10 introduces students to the idea of key words in questions.

11 Alone, then pairs

Students write their answers in their notebooks. Remind them to keep their answers brief, but to include all the information that the questions ask for. When they have finished, students discuss and check their answers. Words in brackets below are optional; words separated by / are alternative answers.

Answers

- a teenagers (who want to share their writing)
- b 31st July
- c four / 4
- d 275
- e My Opinion
- f My Poem
- g complete and submit the form (electronically)
- h (maximum) five / 5 words
- i information about other products

D Language focus: adjective + noun**1a Alone**

Focus on the position of the adjective before the noun in the examples. Point out that other languages may use a different word order. Also mention that it is possible – and quite common – to have more than one adjective. Then students complete the short definition about adjectives in part a.

Answer

Adjectives are used to provide **more information/details** about **nouns**. In English, adjectives usually come **before** the noun.

1b Pairs

Highlighting or comparing with L1 can help students to remember things in L2, so use this activity to do exactly that.

2 Alone, then pairs

The purpose of this activity is to encourage students to notice language in context, so that they can focus on both form and meaning. Allocate two to three minutes for students to skim the two texts (Datasource and You Write!) to find at least three more examples from each. Then they can compare their answers with a partner.

Answers

Datasource text: new + apps, special + discount + price, normal + download + price, amazing + app, up-to-date + app, online + puzzles, discount + price, amazing + images, amazing + price, incredible + app, fantastic + app, free + minutes, favourite + movies, new + releases, delightful (but) + simple + app, huge + number, next + purchase, monthly + digital + newsletter

You Write! text: amazing + online + webzine, next + issue, funny (or) + serious + original + creative + stories, interesting + person, unusual + place, funny + pet, extreme + weather, inspired + writing, new + cinema, local + team, recent + match, First + name, last + birthday, other + products, such + information

Differentiated activities**Support**

- i Tell them to look at only one of the two texts.
- ii Provide students with a list of the answers and ask them to find these in the two texts.

Challenge

- i Get them to find more than three examples.
- ii Students work in pairs, with each student looking at only one text. They then tell each other an adjective (without the noun) from their text, to see if their partner can remember the noun. Then they change roles.

3 Alone, then pairs

Tell students to copy the table into their notebooks, then to fill in as many gaps as possible. Make sure they understand that not all the gaps can be filled, and that more than one answer may be possible in some cases. When they have done as much as they can, pair them

up to check their answers. Allow them to use different reference sources for help.

Adjective	Noun	Adverb	Verb
amazing	<i>amazement</i>	<i>amazingly</i>	<i>amaze</i>
special	<i>speciality, specialisation, specialist</i>	<i>specially</i>	<i>specialise</i>
incredible	<i>incredulity</i>	<i>incredibly</i>	<i>delight</i>
delightful	<i>delight</i>	<i>delightfully</i>	
funny	<i>fun</i>	<i>funnily</i>	
serious	<i>seriousness</i>	<i>seriously</i>	
original	<i>origin, originator</i>	<i>originally</i>	<i>originate</i>
creative	<i>creation, creator</i>	<i>creatively</i>	<i>create</i>

4 Alone, then pairs

Students choose at least five more adjectives from the texts they have read and add them to their table. Then they add the corresponding noun, adverb and verb for each one. They can use different reference sources for help, then check their answers with a partner.

5 Alone, then pairs

There are many possible adjective endings. From the previous activities, students should be able to identify the following: *-ing, -al, -ible, -ful, -y, -ious, -ive, -ent, -ed*, but there are others too. Students then write three words for each adjective ending.

6 Alone

This activity gives students the opportunity to use adjective + noun combinations in their own writing.

Differentiated activities

Support

- Reduce the number of sentences students need to write.
- Tell students to use the adjective + noun combinations from the text in their own sentences.

Challenge

Ask students to write more complex sentences – perhaps with adjective + adjective + noun combinations.

ABC
XYZ

WORD TIP

This is a new feature in the fifth edition, which focuses on commonly confused pairs of words which students will have come across in the unit's listening or reading texts. The **Word Tip** box includes contextualised examples for the words, and a request for students to complete an exercise in their **Workbook**.

E Speaking: Showing preferences and making suggestions

Speaking is an important part of many English as a Second Language examinations. In this section, students have the opportunity to listen to and use language to express preferences and make suggestions.

1 Alone

Tell students they are going to listen to a short exchange between two teenagers, which includes expressions showing a preference or making a suggestion. Ask students to give you some examples of both, and write these on the board. Then students listen to Maria and Christos, and count how many expressions they use that show a preference or make a suggestion. They can also check if any of their suggestions were used by the two teenagers.

CD1, Track 2

- Maria:** Hi Christos, how are you?
- Christos:** Hey Maria, I'm really great, what about you?
- M:** Everything's fine! Why don't we go to the shopping centre later? I want to see if I can get some new trainers.
- C:** Yes, we could do that, but I'd rather go at the weekend. Can you wait until then?
- M:** I suppose so, but why?
- C:** Well, I get paid for my part-time job tomorrow, so I'll have some money to spend.
- M:** Fair enough! So let's go at the weekend instead. But what are we going to do today?

Answer

three (underlined)

2/3 Alone, then pairs

After listening, students look at Appendix 3 in their Coursebook and identify the three underlined phrases. Then, with their partner, they think of more ways to show a preference and make a suggestion, and add them to a copy of the table in Activity E3. Do not worry about corrections at this stage.

4 Alone

Make sure students understand that giving a reason is an important part of showing a preference or making a suggestion. In this activity, they need to identify the reasons given by Maria and Christos.

Answers

Maria – she wants to get some new trainers; Christos – he'll have some money to spend

**LANGUAGE TIP**

This is an important tip, because it highlights the structures used after showing a preference or making a suggestion. Show students that there are three possibilities: phrase + infinitive, phrase + *to* infinitive, phrase + *-ing*.

After students have looked at the information in the box, you could get them to close their books and try to remember which phrases are followed by which ending. Stronger students could work with all three endings, while for weaker students, you could allocate just one phrase + ending.

5 Pairs

Before students do Activity E5, make sure they read carefully the information in the **Top Tip** box in the Coursebook. This gives some general advice on how to approach a speaking assessment. You can pair students in various ways for this activity. To give support to students, you could pair them with someone stronger, but make sure the more confident student does not dominate the conversation. You could also give the role of the person suggesting to a weaker student and the person responding to a stronger student. There are no 'right' answers, so allow students to speak freely without interruptions and corrections. You can gather class feedback once students have finished.

6 Alone, then whole class

This is quite a demanding activity, but it is extremely useful. The purpose is for students to prepare a short speech, which they can then deliver to their class, then respond to any questions the class may have about the content of the speech. Allow sufficient planning and preparation time, and provide plenty of guidance where needed – particularly for students who need more support.

Differentiated activities**Support**

Students work in small groups (maximum three students), made up of one stronger and two other students. They could all be involved in the preparation – writing down ideas, making a mind map, thinking of reasons for suggestions and preferences, and so on. The speech itself could be delivered by all members of the group, with different students taking on more or less, depending on their abilities. If there are visuals to support the content, students could be involved by displaying and/or explaining these. During the questions at the end, one student could field (but not answer) the questions.

F Reading**1 Alone, then pairs**

Students work alone, looking at the headings for the six sections and deciding in which section they think they will read the information (a–f). Encourage them to have reasons ready for their answers, which they can then share with a partner.

2 Pairs

In pairs, students think about other information they might read in each of the six sections. There are no right or wrong answers, but students should be encouraged to give reasons for their choices.

3 Alone

Students read the text quickly and check their answers to Activities F1 and F2.

4 Whole class, then alone

Go through questions a–j with the class, checking that students understand what information each question is asking for. Then students write their answers.

Answers

a monthly, **b** 20.00, **c** \$600, **d** two (Olympic pool and children's starter pool), **e** The Achileas Sports Shop and the Achileas Restaurant, **f** four (lose weight, tone up, increase your strength or improve your health), **g** have an initial consultation, **h** regular reviews, **i** to motivate you to reach your potential, **j** state-of-the-art machines and user-friendly equipment

5 Alone or pairs/small groups

This activity could be done individually or with support, depending on the level of your students and the time you have available. Students are going to design their own information leaflet, loosely based on the one they have just looked at.

- a** Give students a few minutes to decide what type of information leaflet they are going to design. There are some suggestions in the Coursebook.
- b** Next they need to decide what information sections the leaflet will contain. These could be the same as or similar to the ones in the Achileas Sports Centre leaflet, or completely different.
- c** Students write about 50 words (depending on their level) for each section.
- d** Finally, they write eight questions, two for each section, and exchange these and their information leaflet with another student (or group). Students then read the information leaflet and answer the questions they have been given.

Reflection

This is a new feature in the fifth edition, which reinforces the LOs given at the start of the unit by reminding students of what they have achieved.

They are then asked to self-assess by giving themselves a score from 1 to 5 for each of the five LOs. Students will no doubt treat this quite light-heartedly, which is fine, but make sure they complete the task. At the end of the Reflection, students are asked to set themselves a personal goal, based on the scores. As they progress through the book, setting these goals will become easier, but in the early units you may want to offer guidance and even set their goals, after discussing with them.

A typical personal goal might be: *I need to do more speaking practice so that I can make suggestions more confidently, or One area I should improve in is reading texts more quickly.*

Exam focus

Each unit contains at least one exam-style question (some contain more than one), which helps students to practise and develop specific exam-taking skills. In this unit, the focus is on answering questions through skim reading.

Reading, Exercise 1, skimming and scanning

- 1 a** in the main Market Square opposite the City Hall
- b** stalls change on a daily basis
- c** mending
- d** Sunday
- e** the arts, crafts and local produce market
- f** street traders' market
- g** gives them somewhere to sell things
- h** trees and purpose-built covers
- i** reputation for quality, affordable prices, improved public transport and people can talk to the makers of the products

Unit 2: Television

Focus on reading: multiple matching

NOTE on Assessment Objectives (AOs) for Reading and Writing Exercise 2: In a *multiple matching* activity, students read a continuous text divided into sections, or a number of shorter texts, and answer a series of questions that test more detailed comprehension. Candidates match the correct answer to the question. This type of activity requires more intensive reading, and students will need to understand things which are implied but not directly stated (for example: gist, speaker's purpose, intentions and feelings) (R4). Students also need to identify and select relevant information (R1), understand ideas, opinions and attitudes (R2) and show understanding of the connections between them (R3).

Learning objectives (LOs)

Suggested activity: Start the unit by focusing for a few minutes on the LOs box, making sure that students understand what they are going to be doing. Using the first LO as an example, ask students to identify where in the unit they can find the activities for the other four LOs. Get students to say which of the activities appeal to them the most, and ask them for their reasons.

A Watch, listen and talk

1 Whole class then alone

Explain that your students are going to watch and listen to some IGCSE students talking about **television programmes**. As your students watch and listen, they should make notes about **three** different types of programme that the speakers like, and the programmes that they **never** watch. Play the video a second time so that students can check or add to their notes.

Answers

- a** Types of programme that the students like (any **three** from): documentaries, history documentaries, biology documentaries, dramas, dance shows.

Types of programme that the students **never** watch: soap operas, sports news.

2 Pairs or small groups

Depending on the size of your class, put students into pairs or small groups. They can discuss their notes and then talk to each other about the television programmes that **they** like and do not like watching. Do not interfere too much,

but make sure you get feedback from the class so that they know their efforts have been worthwhile. If time permits, you could write their ideas on the board and rank them according to your students' preferences.

B Speaking and vocabulary

1 Pairs or small groups

Students should look carefully at the pictures and discuss what type of programme each one shows, and say if the students they watched in the video mentioned any of the programme types. If you think your students may struggle with the types of programme, supply a list of possible answers for them to choose from. Remember that some will have been mentioned in the video.

Answers

- 1** cartoon **2** sports news
3 chat show **4** game show **5** dance show

2 Pairs or small groups

If students have already thought of plenty of different types of television programme, you could skip this stage.

Possible answers

drama, soap, sport, news, quiz, talent, lifestyle (e.g. cooking, gardening), documentary, travel, cartoon

LANGUAGE TIP

Make sure you focus students' attention on the **Language Tip** before they attempt Activity B3.

3 Pairs

In pairs, students discuss questions **a–c**. You could give students a time limit for each question, to make sure they do not spend too long on a single question.

Differentiated activities

Support

It is important to make sure that students understand exactly what you want them to do in speaking activities. However, it is even more important to provide them with

the vocabulary and structures they need to complete the activity successfully. This is particularly important for those students who may struggle to find the required language resources independently. In order to support students, do a couple of whole class examples, reinforcing the key structures that students could use, for example *It depends on ...*, *It varies ...*, *I usually/sometimes/rarely ...*, *My friends watch the same ...*, *I like/dislike/hate ...*. Write these structures and vocabulary on the board so that students can refer to them.

Challenge

For stronger students, get them to think of additional questions to use in the activity, for example: *Do you think we watch too much TV nowadays?*; *How do you think television programmes will change in the future?*; *What would your life be like without television?*

4/5 Pairs, then class feedback

Show students a sample TV schedule, either something online or from a newspaper, so that they understand what they are going to create. Go through each of the stages so that students are aware of what they have to do, and remind students to look back at the previous activities for ideas about what to include. Give a clear time limit based on your knowledge of your students' abilities. Try not to allow this to overrun.

When each pair has created their TV schedule, get them to share with other students and decide which TV programmes they are going to watch next weekend.

6 Alone, then pairs or small groups

Refer students back to Unit 1, Activity B2 of the Coursebook, in which they made a list of activities they enjoy and don't enjoy doing. Now for this activity, they need to copy the table into their notebooks and complete the first two columns for themselves. They should then complete the third column by interviewing their partner and making a note of their responses. Make sure students are confident about asking the question: *How many minutes each week do you spend (doing something)?*

7 Pairs – Optional

Working with a partner, students look at the graph and answer questions **a–e**. In some IGCSE exam exercises, students may be asked to show their understanding of information represented in a graph or chart, so this type of analytical activity is useful preparation.

Answers

- a** time spent by young people on activities,
- b** minutes per week,
- c** activities,
- d** left-hand is vertical, bottom is horizontal,
- e** the exact number of minutes

LANGUAGE TIP

This **Language Tip** includes an activity for students to complete, focusing on adjectives ending in *-al* and *-ar*, which describe shape or position.

Answers

- | | |
|-----------------------|-----------------------------|
| a cylindrical, | e symmetrical, |
| b triangular, | f three-dimensional, |
| c diagonal, | g spherical, |
| d hexagonal, | h angular |

8 Pairs

Students work in pairs and decide which of the activities are represented in the graph in Activity B7. Give an example and/or double-check that students understand what all the data means (although everything should be clear from the previous activity). Make sure students appreciate that there are four extra activities that they do not need to use.

Suggested answers

- A** doing voluntary work,
- B** reading books and magazines,
- C** doing homework,
- D** doing sport,
- E** playing computer games,
- F** using social media

9 Whole class

Give students the answers and hold a class discussion. Check if they were surprised by anything. Ask if they think the same data would be true for their country. Find out which four activities they did not choose and ask them why.

10 Alone or pairs

The final activity in this section requires students to collect information and then display it in a graph or

chart. Students can work alone or in pairs if they need support, but whatever the case, you will need to guide students, particularly at the start. Make sure that they understand exactly what the outcome of the activity is (i.e. a graph or chart showing how much time students spend on various activities), and explain how they are going to reach that outcome (i.e. by collecting and recording the necessary information, then deciding on how to represent it). Different students will produce different variations of the outcome. If possible, display students' work on the classroom wall, or even on a webpage, so that they can look at each other's work and give feedback.

C Reading

1 Whole class, then pairs

Go through the statements **a–e** checking that students understand everything. Check the meaning of: *focal point* (question a), *transformed* (b), *provide an experience* (c), *predicted* (d), *here to stay* (d) *multitask* (e). Students then work in pairs to decide if they agree or disagree. They should not look at the text yet, and they can ignore the paragraph references for the moment. Encourage students to give reasons for their choices during class feedback.

2 Alone, then pairs

Students quickly read the text to check if the writer has the same ideas. The paragraph number is provided so explain to students that this will help them to read quickly and efficiently. They should also start to realise that they do not need to read and understand everything in the text to find the information they need.

Answers

- a** the writer disagrees: 'But nowadays, every screen in the house ...',
- b** agrees,
- c** agrees,
- d** agrees,
- e** agrees



TOP TIP

Read through this **Top Tip** with your students – it is an important one for them to remember and apply because there will always be words that students (even the best ones) struggle with, and they need effective strategies to deal with them. However, also reinforce the point that we never need to understand every word in a text.

3 Alone, then pairs

Your students' written and spoken language will become more fluent if they can confidently combine adjectives and nouns. This activity focuses on the adjective + noun combinations from the text they have just read. Get students to work alone at first, matching the adjectives and nouns, and thinking about whether or not there are multiple possibilities.

Answers

a + 7, b + 1, c + 5, d + 8, e + 3, f + 2, g + 6, h + 4. These answers are from the text, but there are countless other acceptable combinations, for example: daily + programmes, high-quality + televisions/programmes/viewing/wireless internet, high-quality/high-speed/top-quality/widespread + wireless internet and so on. Encourage students to give you some examples of these combinations in sentences.



LANGUAGE TIP

This **Language Tip** highlights the importance of adjective + noun combinations, and there is an exercise in the **Workbook** to reinforce the language. It is useful for students to record chunks of language rather than individual words, and adjective + noun combinations is a good example.

4 Alone

Students read the text again to check their answers to Activity C3.

5 Alone, then pairs

Students will need to read the text in more detail for this activity, and you may wish to use differentiated activities for support and challenge.

Differentiated activities**Support**

- i Allocate the four paragraphs to different students to reduce their reading load;
- ii Tell students in which paragraphs they can find the information.

Challenge

- i Allow students to read the text again, but then ask them to cover it while they answer the true/false questions;
- ii Ask students to correct any false information.

Answers

- a true [paragraph 1],
- b true [2],
- c false [2] – *usually attached*,
- d true [2],
- e true [3],
- f true [4],
- g true [4]

D Language focus: adverbs**LANGUAGE TIP**

Spend some time going through the content of the **Language Tip**, but reassure students that they will also be doing practice activities in the **Coursebook** and the **Workbook**. Make sure students are clear about the different ways in which adverbs are used.

1 Alone

In this activity students need to apply their understanding of how adverbs are used. Do a couple of examples and then ask students to work alone to decide on the role of the adverbs in *italics* in each phrase from the text. Make sure they feed back which word the adverb is describing.

Answers

- a to describe the verb *transformed*,
- b to describe the verb *makes*,
- c to describe the adjective *large*,
- d to describe the adjective *attached*,

- e to describe the verbs *looks* and *sounds*,
- f to describe the adverb *openly*,
- g to describe the adjective *widespread*

2/3 Pairs, then whole class

This activity works well as a competition, so you might like to set a time limit. If you have time, students could check their answers online or in a dictionary.

Differentiated activities**Support**

- i Allow students to choose fewer letters.
- ii Students think of ten adjectives, but not using consecutive letters of the alphabet.
- iii Give students a bank of the first few letters of adverbs for them to complete, for example: *com... = completely; fri... = friendly*.

Challenge

- i Students write two words for each alphabet letter.
- ii When pairs have completed their ten adverbs, each pair passes its words to a second pair, who have to add other adverbs for each letter. When they finish, once again the words are passed on and the next pair tries to add more adverbs.
- iii Students have to write adverb + adjective combinations.

4/5 Alone, then pairs

In these activities students need to use adverb phrases to complete (Activity D4) and then make sentences (Activity D5). Ask them to work alone to start with, but make sure you go through the examples first, and perhaps do one or two further examples if necessary. Explain that there are many possible answers. In Activity D5, students have the chance to create their own sentences, using adverb phrases.

Differentiated activities**Support**

- i Supply (some of the) possible endings for students to match to the sentence stems.
- ii Give students some *adverb + verb*, *adverb + adverb*, or *adverb + adjective* phrases, which they then use to help them to complete the sentences.

Challenge

- i Ask students to change the linking word that appears in most of the sentences. For example: in **a**, change *but* to *and*, and immediately a different ending is required. Students will need to use more of their own adverb choices in order to do this successfully.

Possible answers Activity D4

- a it was incredibly expensive,
- b playing really badly,
- c very dirty,
- d absolutely stunning,
- e all completely different colours,
- f totally unexpectedly,
- g really very boring,
- h completely disagreed,
- i usually prefer to visit smaller shops,
- j really didn't care.

E Speaking: Would/wouldn't do

1 Whole class, then alone

Write the paragraph title on the board and get students' reaction to it. Find out what their daily expenses are. However, try not to talk too much about the points in Activity E2. Then give students a few minutes to read the paragraph and to check any unknown words or phrases. If you prefer, you could deal with these **before** the students read.

2 Small groups

The paragraph should motivate students to discuss exercises (a–d). As always, do not allow too much time for students to ask and answer; give them a minute or so for each exercise before asking them to move on to the next one. If you plan on doing whole class feedback (not essential) you might ask students to take some written notes during their discussions.

3 Pairs

This activity focuses on useful language for saying *would* or *wouldn't do something*. Do a couple of examples and then get students working with their partner to distinguish between *would* and *wouldn't* phrases.

Answers

Would	Wouldn't
<i>I would be prepared to clean the car</i>	<i>Cleaning the car is something I'd never do</i>
<i>I wouldn't have a problem with cleaning the car</i>	<i>Cleaning the car is the last thing I'd do</i>
<i>Cleaning the car is fine by me</i>	<i>I certainly wouldn't ever clean the car</i>
<i>I wouldn't mind cleaning the car</i>	<i>I can't imagine myself ever cleaning the car</i>
<i>I would enjoy cleaning the car</i>	<i>There's no way I'd ever clean the car</i>
<i>I'd be quite happy to clean the car</i>	

LANGUAGE TIP

Highlight the expressions to request something in a polite manner, and in particular the different verb forms (e.g. modal + *have*, *to have*, *if I had* and so on).

4 Pairs

Students have now seen plenty of language in order to complete this speaking activity successfully, so remind them to refer back to the previous activities and to use the expressions there. Do whole class feedback and get students to compare their ideas.

F Reading

1 Whole class, then pairs

Check students understand what a blog is, and what style a blog is usually written in: *A blog is a frequently updated online personal journal or diary. Really, it's anything you want it to be. Blog is a short form of the word weblog and the two words are used interchangeably* (<http://blogbasics.com/what-is-a-blog>). Then go through the three statements **A–C** and quickly check if students agree or disagree with any of them. In the box there are six phrases, which students need to look at and predict in which of the three blogs they would expect to read them. It does not matter if students are not 100% sure, but encourage them to give reasons for their answers – this is important. Remind them that there are two phrases from each of the three blogs. Do not supply any answers as students will find out for themselves when they read the text in Activity F3.

2 Pairs

Students need to carefully read the three conclusions (a–c) and decide in which blog they would expect to read them, once again giving reasons for their choices. It does not matter if they are unsure. Do not supply any answers as students will find out for themselves when they read the text in Activity F3.

3 Alone, then pairs

Students now read the three blogs and check their predictions from Activities F1 and F2. As this is a 'look and find' activity, i.e. they need to find words and phrases they have already seen, keep the time brief.

Differentiated activities

Support

- i You could provide support by asking some students to work in pairs, rather than alone. Then allocate two blogs to each student, in order to reduce their reading load.
- ii Again in pairs, but this time reduce the number of phrases and/or conclusions that students need to find.

Challenge

Working alone, see if students can look and find without referring back again to Activities F1 and F2.



TOP TIP

Multiple-matching activities require students to identify relevant information in one or a number of texts. Often the texts may say similar things, so students need to look for key words to correctly identify the information that is being asked for.

4 Alone, then pairs

This is a multiple-matching activity, similar to the type found in examinations. There are three texts (the three blogs students have already seen) on the same topic or theme, written by three different people. Then there is a list of exercises a–h, all of which begin with: 'Which person ...?' Students need to decide which blog writer is the answer to each of the exercises. The people may be chosen more than once.

Students should do this on their own and then work with a partner to check their responses and to discuss where they found the relevant information to make their choices.

Answers

- | | |
|------|------|
| a C, | e B, |
| b C, | f C, |
| c B, | g B, |
| d A, | h A |

ABC
XYZ

WORD TIP

These words (*obviously, apparently*) are sometimes confused or misused, so go through the information and then direct students to Unit 2 of their **Workbook** to do the practice exercise.

Reflection

Use the **Reflection** to remind students of what they have achieved in the unit. Students should set themselves a **personal goal** based on their scores for Unit 2.

Exam focus

Reading: Exercise 2, multiple matching

This is another multiple-matching activity, in the style of an examination exercise.

Answers

- a D,
- b C,
- c A,
- d B,
- e D,
- f C,
- g A,
- h C,
- i A,
- j B